

Enabling Collaborative Learning

The Question:

What is the difference between pupils working in groups and working **as** groups?

The Answers:

Learning from each others' errors

Being fair and taking turns

Sharing and building ideas

Challenging others' ideas and opinions

Finding out together

Making joint decisions

Explaining reasons to each other

Managing disagreements

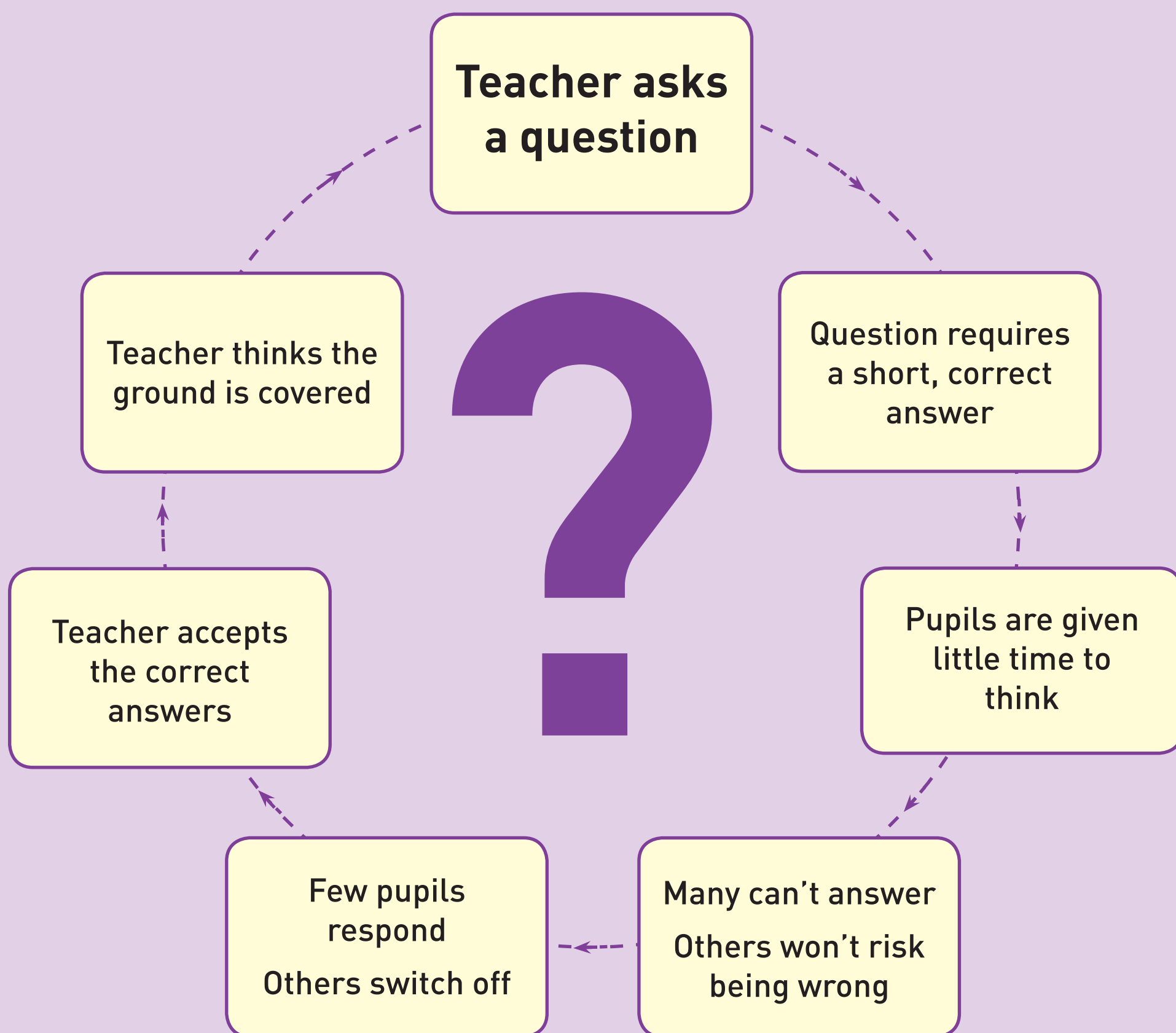
Seeing other viewpoints

Exploring and finding solutions together

The Challenge:

How do you promote these in your classroom?

Effective Questioning



From *Tuning into Learners' Minds* by Ian Smith, Learning Unlimited Publications 2005, www.learningunlimited.co.uk

How do you break the cycle?

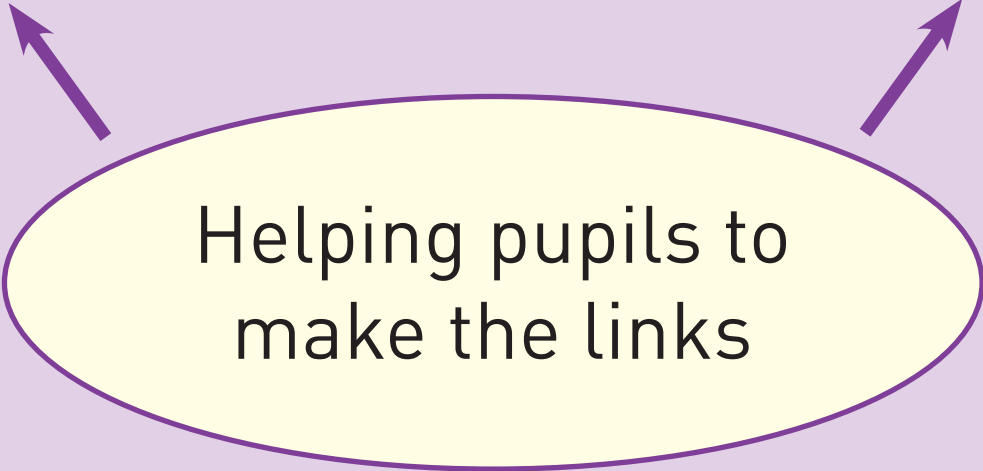
Do Skills & Capabilities travel well?

Connect to prior experience

e.g. 'What have you done before that can help us with this now?'

Anticipating applications

e.g. 'Where else might you use this skill or adapt it?'



Helping pupils to
make the links

Use analogies

e.g. 'Compare and contrast the circulatory system with the transport infrastructure in the city.'

Reflection and Metacognition

e.g. 'How did you tackle that challenge and what would you do differently next time?'

Parallel Problem solving/ Decision making

e.g. 'Use the same strategy to investigate an issue in your own life. Draw out parallels and differences in the strategy.'

From *Ten Tools for Teaching for Transfer* based on *How to Teach for Transfer*
by Fogarty, Perkins & Barell, Skylight Publishing, 1992

Do you use any of these tools or tactics to help pupils transfer their learning to other contexts?

Is thinking going on around here?

Looking for **evidence...**



Do your pupils share a language for thinking and learning?
Do they talk about what they know, what they don't know
and how they might find out?

Do they use thinking frames to help generate, organise
and scaffold their thoughts and ideas?

Do your pupils use thinking routines to address
new questions and problems?

Are you a model of thoughtfulness? Do you think out
loud in response to difficult questions?

Are you 'guilty' of making your pupils think?

Making Thinking Important

Teacher: Gary, what are you doing?
 Gary: Thinking, sir.
 Teacher: Well, stop thinking and listen to me.

From Teaching Children to Think by Robert Fisher, Oxford Blackwell (1990)

We have ways of making you think!

Allow thinking time or processing time	Provide at least five seconds of thinking time after a question and after a response.
Use 'think-pair-share'	Allow individual thinking time, discussion with a partner, and then open up for the class discussion.
Ask follow-ups	'Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?'
Ask for a summary	'Could you please summarise John's point?'
Play devil's advocate	Ask pupils to defend their reasoning against different points of view.
Ask pupils to unpack their thinking	'Describe how you arrived at your answer'. (think aloud)
Encourage pupil questioning	Let pupils develop their own questions.
Signpost thoughtful responses	'There is not a single correct answer for this question. I want you to consider alternatives.'
Set time for brainstorming and building ideas	Allow time for pupils to generate as many ideas as possible without criticism or discussion. Focus on Quantity . After the brainstorm is over allow time too for them to sort, evaluate and build ideas. Focus on Quality .
Allow time for incubation of ideas	Allow pupils to stop working on a problem/project and do something else for a while. This lets the subconscious work on ideas and solutions.
Stop and talk; plan plenaries and debriefings	Talk about thinking and learning. 'What really made you think today? Why and how?'

How many of these work well with your pupils?

Promoting Independent Learning

Q 1: How are **you** getting on in your work?

How might **you** respond to the following questions?

What are you good at?

What could you get better at?

What do you want to achieve?

How will you recognise success?

What courses of action can you take?

How will you know if you are on track?

How do you review purpose and progress in your work?

What range of tools and strategies do you use to help manage your work and time?

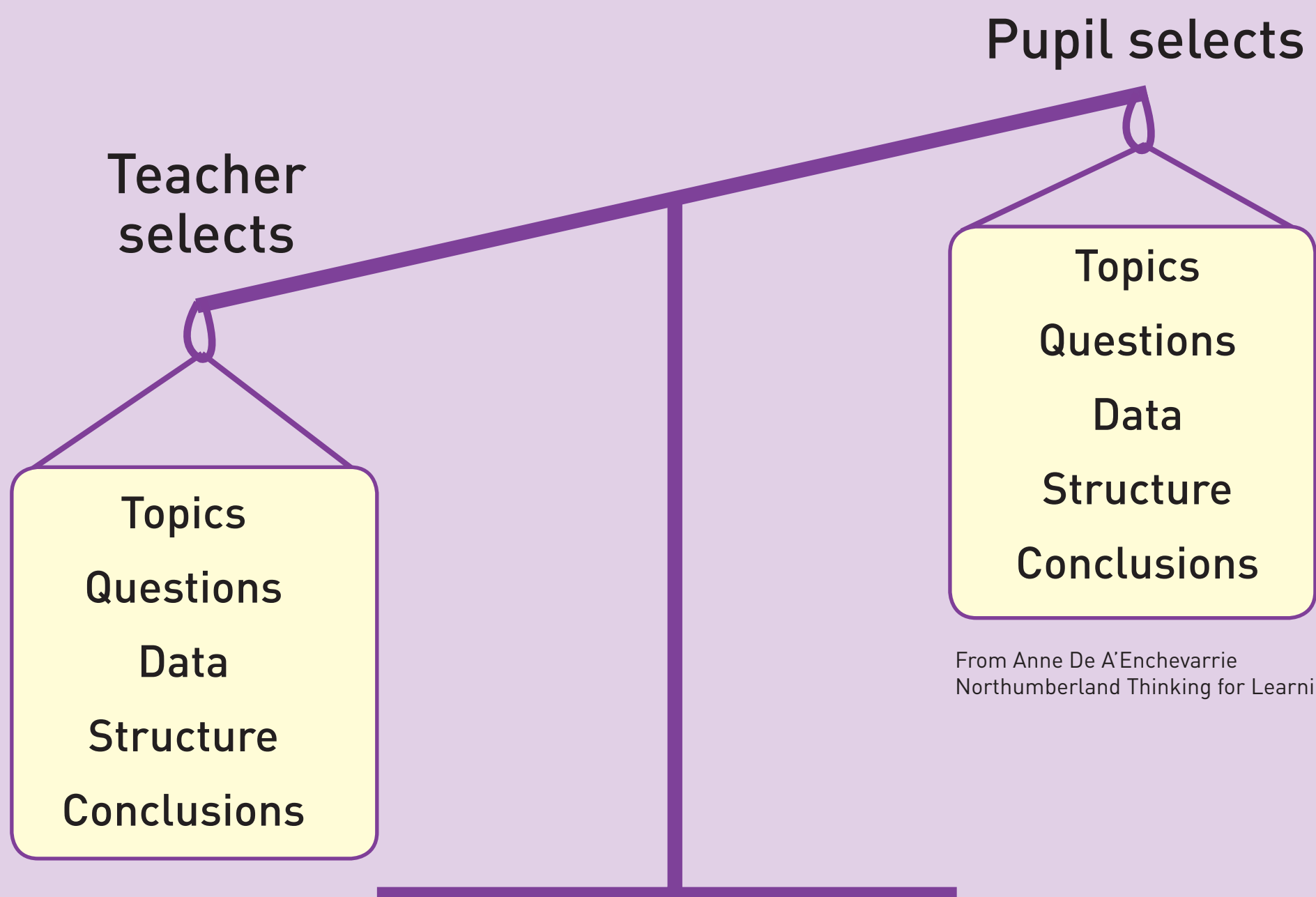
What do you do when you don't know what to do?

Q2: Do you use any of these questions to help your pupils become more self-directed learners?

Setting Open-Ended Challenges

'Too often we give our children answers to remember rather than problems to solve.'

Roger Lewin



From Anne De A'Enchevarrie
Northumberland Thinking for Learning Unit

Shifting the balance:
from *instruction* to *construction*

Where is the balance in your classroom?

Taught or Caught?

We can't teach children to be clever. Understanding is just something that happens. The only thing we can do is to slow down a bit and make things easier for those who are not good at thinking.

But when are they going to learn the 'stuff'? If we spend all our time teaching children how to think, they won't have time to learn anything. They need the knowledge.

We can all learn how to think. If we teach children how to think, they will be much better learners. Better thinking leads to deeper learning.

Which opinion do you agree with most?